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| **Long-term plan unit:** 7.3C: Healthy Habits (Content with language) | | | | **School:** | | | |
| **Date:**\_\_\_\_. | | | | **Teacher name:** | | | |
| **Grade:**7 | | | | **Number present:** | | **Absent**: | |
| **Theme of the lesson:** | | | | Food pyramid | | | |
| Learning objectives that this lesson is contributing to | | **7.L6** deduce meaning from context in supported extended talk on a range of general and curricular topics  **7.S6** communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges  **7.R5** deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts  **7.W6** link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics  **7.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | | | | | |
| Lesson objectives | | **All learners will be able to:** answer True/False/Doesn’t say while practicing listening | | | | | |
| **Most learners will be able to:** understand the text context while reading the text and answering the open ended questions  **Some learners will be able to:** give suggestions and recommendations in order to solve a problem following the assessment criteria | | | | | |
| Assessment criteria | | |  |  | | --- | --- | | Be creative | \_\_\_\_\_/1 | | Produce grammatically error-free sentences. 2 grammar errors are allowed. | \_\_\_\_\_/1 | | Use at least 5 topic related vocabulary or phrases correctly (*(beneficial, it is (not) recommended, stay in shape, consist of, contain, provide, take into account, carbohydrate, include ….…………..)*) | \_\_\_\_\_/1 | | Pronounce the words correctly. Only 1 error is allowed. | \_\_\_\_\_/1 | | Express your own opinion | \_\_\_\_\_/1 | | Create a logically built speech using at least 2-3 linking devices and conjunctions | \_\_\_\_\_/1 | | Total | \_\_\_\_\_/6 | | | | | | |
| Value links | | Respect for self and others. Cooperation. Academic honesty. These values can be fostered through pair or group work, when students read the texts then discuss them in groups of experts and after that present the information gained to the whole class. Students should bear in mind the rules of academic honesty while doing their formative assessment tasks. | | | | | |
| Cross curricular links | | Biology, Physical education | | | | | |
| ICT skills | | Be able to retrieve information from the Internet. | | | | | |
| Previous learning | | None | | | | | |
| Intercultural awareness | | Learning healthy habits students can gain valuable learning experience. | | | | | |
| Pastoral culture | | Assure you met all learners’ needs. | | | | | |
| Health and safety | | Make sure power cords are not a tripping hazard;  Everyday classroom precautions. | | | | | |
| Plan | | | | | | | |
| Planned timings | Planned activities | | | | | | Resources |
| Beginning  7 min  1 min  2 min | **Period 1**   * **Vocabulary revision.** Get the students into the circle ask them to translate, define and create sentences with the words given by a teacher. Ask students in a clockwise direction and reward the students with a card each time they give a correct answer. * Show the picture and let the students guess the topic of the lesson * Discuss **the lesson objectives** with students. | | | | | | None  Slide 1-2  Slide 3 |
| Middle  15 min  15 min  5 min  15 min  15 min | * **Pre-listening:** introduce the following words: *contain, it’s recommended, consist of, stay in shape, carbohydrates, beneficial, take into account* * **While-listening:** Students read the statements and while listening they decide whether they are true/false/doesn’t say. * **Post-listening:** students paraphrase the given sentences with the help of the word given in brackets. * **Reading:** Students read the text and answer the open ended questions providing full answers.   **Period 2**   * **Case study** (Writing and Speaking):   *Step 1.* After students are given an instruction, they are split into pairs and give comments on Kevin’s and Angela’s eating habit.  *Step 2.* Students are regrouped andbased on the information from the text they give advice and recommendations to improve Angela’s and Kevin’s eating habit. Introduce the assessment criteria.  *Step 3.* Students present their solutions, advice in order to help Kevin and Angela eat properly. | | | | | | <https://www.youtube.com/watch?v=0KbA8pFW3tg>  Task 1.1-1.2  Task 1.3 Slide 4  Task 2, Slide 5  Task 3  Slide 6-7  Task 3  Assessment criteria  Slide 8 |
| End  5 min | **The Plenary (I):**  **head** – something that has made you think,  **heart** – something you have felt about the topic,  **bin –** something you didn’t find interesting about the topic, **bag** – something you remember and take away from the lesson. | | | | | | Slide 9 |
| Additional information | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | | | Assessment – how are you planning to check learners’ learning? | | Health and safety check | | |
| **Differentiation:**   * Pair work; * Group work; * Teacher’s support * By outcome * By task | | | * Observing; * Feedbacks; | | Breaks and physical activities used. | | |
| Reflection  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. | | | | |
|  | | | | |
| Summary evaluation  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? | | | | | | | |